

***CTE Standards Unpacking  
Marketing Research***

**Course:** Marketing Research

**Course Description:** Marketing Research describes the process of acquiring, classifying and interpreting primary and secondary marketing data. The course of study focuses on the system (planning, collecting, processing and implementing information) for conducting research to determine marketing strategies and decisions.

**Career Cluster:** Marketing

**Prerequisites:** Marketing Principles recommended

**Program of Study Application:** Marketing Research is a pathway course within the Marketing career cluster, all career pathways.

<b>INDICATOR #MR 1: Students will understand marketing research as a career and marketing discipline.</b>		
<b>SUB-INDICATOR 1.1 (Webb Level: 1 Recall):</b> Identify and explore career opportunities in marketing research		
<b>SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept):</b> Understand the use of marketing research in making informed business and marketing decisions		
<b>SUB-INDICATOR 1.3 (Webb Level: 2 Skill/Concept):</b> Understand the concept of big data and its implications in business		
<b>SUB-INDICATOR 1.4 (Webb Level: 4 Extended Thinking):</b> Apply ethical reasoning to a variety of situations to make ethical decisions		
<b>Knowledge (Factual):</b> -Primary and Secondary research  -Ethical reasoning	<b>Understand (Conceptual):</b> -Understand statistical methods  -Understand the career qualifications of a market researcher	<b>Do (Application):</b> -Identify privacy issues associated with conducting research  -Examine career opportunities in market research
<b>Benchmarks:</b> <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> <li>After conducting market research, participate in a mock interview for a marketing related position.</li> </ul>		
<b><i>Academic Connections</i></b>		
<b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b>	<b>Sample Performance Task Aligned to the Academic Standard(s):</b>	

ELA SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	-Participate in a mock interview for a marketing position.
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<b>INDICATOR #MR 2: Students will understand the marketing research process.</b>		
<b>SUB-INDICATOR 2.1 (Webb Level: 3 Strategic Thinking):</b> Assess marketing information needs to develop a marketing information management system		
<b>SUB-INDICATOR 2.2 (Webb Level: 4 Extended Thinking):</b> Design quantitative and qualitative marketing research activities to ensure adequacy of data collection efforts		
<b>SUB-INDICATOR 2.3 (Webb Level: 4 Extended Thinking):</b> Analyze secondary marketing data to ensure accuracy and adequacy of information for decision making		
<b>SUB-INDICATOR 2.4 (Webb Level: 4 Extended Thinking):</b> Implement primary marketing research strategy to test hypotheses and/or to resolve issues		
<b>SUB-INDICATOR 2.5 (Webb Level: 3 Strategic Thinking):</b> Correlate marketing data that aid in the decision making process		
<b>SUB-INDICATOR 2.6 (Webb Level: 4 Extended Thinking):</b> Apply statistical methods to aid in data interpretation		
<b>Knowledge (Factual):</b> -Statistical Methods  -Survey tools  -Quantitative and Qualitative research  -Marketing information systems  -Database Marketing	<b>Understand (Conceptual):</b> -The ability to interpret information gathered from research data.	<b>Do (Application):</b> -Use survey tools to gather data  -Analyze database marketing  -Use a database to query information
<b>Benchmarks:</b> <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> <li>• Generate a visual that demonstrates the marketing research process.</li> </ul>		

<b>Academic Connections</b>	
<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <p>Math: A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.</p> <p>HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed 32 traits in a population. (SEP: 4; DCI: LS3.B; CCC: Scale/Prop.)</p> <p>HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. (SEP: 4; DCI: LS4.B, LS4.C; CCC: Patterns)</p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <p>-Model a Marketing situation where there are limited amounts of resources.</p>

<b>INDICATOR #MR 3: Students will report research findings for use in making strategic marketing decisions.</b>		
<b>SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking):</b> Report findings to communicate research information with various stakeholders		
<b>SUB-INDICATOR 3.2 (Webb Level: 4 Extended Thinking):</b> Manage marketing information to analyze, predict and recommend successful marketing strategies		
<p><b>Knowledge (Factual):</b></p> <ul style="list-style-type: none"> <li>-Stakeholders</li> <li>-Marketing Strategies</li> <li>-Survey Methods</li> </ul>	<p><b>Understand (Conceptual):</b></p> <ul style="list-style-type: none"> <li>-Understand how strategic marketing decisions impact the stakeholders</li> </ul>	<p><b>Do (Application):</b></p> <ul style="list-style-type: none"> <li>-Develop effective communication methods between the researcher and the stakeholders</li> </ul>

**Benchmarks:**

*Students will be assessed on their ability to:*

- Develop a portfolio that explains the research findings and how it impacts strategic marketing decisions.

***Academic Connections***

**ELA Literacy and/or Math Standard  
(if applicable, Science and/or Social  
Studies Standard):**

ELA W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to the other information and to display information flexibly and dynamically

**Sample Performance Task Aligned to  
the Academic Standard(s):**

-Using multiple research methods, create a written portfolio.